



Drug Information Training for Educational Professionals (DITEP)

Administrator Guide
2017 Edition



INTERNATIONAL ASSOCIATION of CHIEFS OF POLICE
Serving the Leaders of Today,
Developing the Leaders of Tomorrow®

A. Purpose of This Document

The purpose of this training is to provide school administrators, teachers, and nurses with a systematic approach to recognizing and evaluating individuals in the academic environment who are using and are impaired by drugs, in order to provide early intervention.

This training is not intended to qualify participants as drug recognition experts (DREs); rather its purpose is to aid in the evaluation and documentation of those suspected of using drugs and those impaired by drugs. For the purpose of this training, the definition of a drug is *any substance that alters perception or behavior reducing that individual's ability to function appropriately in the academic environment.*

An increasing body of data suggests that an appreciable percentage of inappropriate behavior may be due to the influence of drugs and alcohol, either alone or in combination. Estimates of this appreciable percentage vary, but all estimates agree that the average professional educator will almost inevitably encounter impaired individuals from time to time. It is important, therefore, that the educator be able to recognize when he or she has encountered an impaired individual, and how to deal with this situation in the academic environment.

This *Administrator's Guide* facilitates the planning and implementation of the program. The guide provides an overview of the two-day course of instruction, the documents, and other materials that make up the program's curriculum package. It describes the program's administrative requirements and offers guidelines for discharging those requirements satisfactorily. It outlines the preparatory work that must be accomplished by a law enforcement agency before the program can be offered. It describes the follow-up work that should be undertaken to ensure continued data collection in evaluating and charting the effectiveness of this program.

Before addressing the details of this program, it is appropriate to emphasize one thing that the program will *not* do:

**THIS TRAINING WILL *NOT* QUALIFY
AN OFFICER OR OTHER PARTICIPANT TO SERVE AS A DRUG
RECOGNITION EXPERT.**

The subject matter covered touches upon some (*but not all*) of the factors a DRE considers in examining a drug-impaired individual.

B. Overview of the Program

1. For Whom Is the Training Intended?

This program is designed primarily for administrators, teachers, school resource officers, counselors, nurses and education trainers in the academic setting. The participant who attends and completes the two-day program must be able to administer and interpret the horizontal gaze nystagmus (HGN) test for impaired individuals. The participant should be fully conversant with the procedural mechanics of HGN, with the clues of HGN, and with the interpretation of clues for assessing impairment. A major focus of this program is on the examination of the impaired individual's eyes, and the procedures for those eye examinations are derived largely from HGN procedures.

2. What Are the Purposes of the Program?

The purpose of the program is to improve an individual's ability to (1) recognize those who may be under the influence of drugs other than alcohol and (2) to take appropriate action when encountering such behavior. Note that the purpose of this program does not require the attendees to develop the ability to distinguish what type of drug is responsible for the observed impairment. The participants should become more adept at recognizing the possible presence of some drug category other than alcohol, or a medical condition, and at conveying a credible basis for that suspicion.

3. What Will the Participants Get Out of the Program?

The participant who successfully completes the program will be able to identify

- The term drug in the context of this course;
- The concept of drugs that impair in the academic environment;
- The drugs of choice within a community setting;
- The role of simple divided attention tests in accessing impairment;
- The observable effects of each of the seven major drug categories;
- The effects likely to result from various drug combinations;
- The importance of policies and procedures for dealing with cases involving drug-impaired individuals in the academic setting;
- The major drug categories;

- Medical conditions and other situations that can produce similar signs of impairment; and
- Appropriate procedures for dealing with drug-impaired or medically impaired individuals.

4. What Subject Matter Does the Program Cover?

The principal content topics include the following:

- (1) The concept of drugs in the education environment. Basically, as far as the professional educator is concerned, a drug is a substance that impairs an individual's ability to function appropriately in an academic environment.
- (2) The magnitude and scope of drug use and abuse in our education system, and the involvement of drugs in impaired incidents.
- (3) The role of eye examinations in disclosing the possibility of drug impairment, and in suggesting the possible category or categories of drugs, or medical conditions causing a particular individual's impairment.
- (4) The observable effects of each of the seven major drug categories.
- (5) The effects likely to result from various drug combinations.
- (6) The individual state's prescribed procedures for dealing with cases involving individuals suspected of drug influence or medical conditions.

5. What Activities Take Place During the Training?

The program relies primarily on instructor-led presentations during the first day of instruction. This is in keeping with its focus on information development, rather than skill development. The second day of instruction relies on instructor/participant interaction in an effort to develop the skills needed to complete this program.

6. How Long Does the Program Take?

The training is divided into two eight-hour blocks of instruction. The first eight hours are focused on classroom training. The second eight hours are focused on

developing practical skills.

Course administrators are encouraged to provide certificates of attendance. Depending on presentation, a certificate should be presented for attending Day One and a second such certificate for Day Two, if the sessions are offered, based on daily attendance. For those states that offer the course in its entirety, one certificate is sufficient.

A typical course occupies two training days. A normal schedule calls for the training to run with a class beginning at 8:00 AM and concluding at 5:00 PM each day. A one-hour lunch period and hourly breaks of ten minutes are accommodated in the schedule. It is not intended that the schedule be without flexibility. *The course administrator is allowed the flexibility to adjust the schedule based on the needs of the participants and/or instructors. In any case, it is required that a class roster be completed for each day of instruction.*

C. Overview of the Curriculum Package

In addition to the Administrator's Guide, the curriculum package for this program includes the following material:

- Instructor Guide
- PowerPoint Presentations
- Participant Manual

1. Instructor Lesson Plans Manual

The Instructor Guide is a complete and detailed blue print of what the course covers and of how it is to be taught. It is organized into 11 sessions, each corresponding to one of the course's sessions.

Each session consists of an outline page and the lesson plans.

The outline page lists presents the session's title, the total instructional time required to complete the session, the specific learning objectives of the session; that is, what the participants will be able to do once they have successfully completed the session's learning activities. The outline page also lists the session's major content segments and the principal types of learning activities that take place during the session.

The lesson plans themselves are arranged in the following format:

- The training aides (time frames, visual aides, etc.);
- The content of what is to be taught;
- The notes to the instructor. They provide guidance concerning how the content is to be taught. The “Instructor Notes” specify, for example, how the instructor is to present the material, involve the participants in the presentation, oversee their practice and ensure that they assimilate the material. Instructor notes are bold text within boxes in the Instructor Guide.

Typical entries in the Instructor Notes may contain

- The approximate amount of time to be devoted to each major content segment;
- Indications of points requiring special emphasis;
- Specifications and procedures for the hands-on practice opportunities;
- Personal notes.
- Questions that can be posed to the participants to involve them more actively in the presentation;
- Examples and other techniques for clarifying the concepts being presented

The Instructor Guide serves as a means of preparing the instructor to teach the course. Every instructor should review the entire set of lesson plans to become familiar with the content and learning activities and develop a clear understanding of how the course fits together. Instructors are expected to become thoroughly familiar with every session they are assigned to teach, to assemble all props and other instructional equipment referenced in the lesson plans, and to augment the instructional notes as necessary to ensure that individual teaching styles and experiences are applied to the content and learning activities.

The Instructor Guide serves as an in-class reference document for helping to maintain the sequence and pace of presentations and other learning activities; however, ***the information contained in the outlines is not to be read verbatim to the participants***. The entire Participant Manual is contained within the Instructor Guide, but the Participant Manual does not include any Instructor Notes.

2. Visual Aids

Types of visual aids that can be used in this program:

- Dry-Erase board/flip-chart presentations (which are indicated in the instructional notes of the lesson plans, and are self-explanatory);
- Video segments;
- Computer presentations (PowerPoint)

The visuals are simple displays of graphic and/or narrative material that emphasize key points and support the instructor's presentation.

Each visual is numbered, and is referenced by slide image in the lesson plans to indicate when the visual is to be used.

3. Participant Manuals

The Participant Manual is the principal reference source for this program. It contains summaries of the main points of the programs content, and guidance for further study and review by the participant.

The participant manual will be useful for previewing the sections, and for studying the subject matter for in preparation for the final examination. The manual will be of greatest use *after* the formal instruction ends and the newly acquired information is utilized.

D. General Administrative Requirements

1. Delivery Contexts

This program is compatible with a wide variety of delivery contexts. It is designed as a stand-alone program to provide educators with the information needed to recognize and evaluate individuals in the academic environment who are using and impaired by drugs, in order to provide early intervention.

2. Facility Requirements

The program requires a standard classroom, equipped with a screen, dry-erase board, appropriate projector, video player, monitor and adequate seating/table space for all participants. The facility must also provide for a separate room that is capable of being darkened for segments of training that require practical exercises.

3. Instructor Qualifications

The instructor(s) for this program should be a qualified DITEP instructor. ***ADRE*** who is an ***SFST*** instructor or a ***DRE*** with other verifiable instructor training is eligible to qualify as a DITEP instructor after meeting minimum requirements and ***must be endorsed by the DRE's DECP state coordinator or an IACP/DRE regional coordinator if there is no state coordinator.***

At a minimum the instructor candidate must attend the Drug Impairment Training for Education Professionals orientation briefing. He or she must be completely familiar with the DITEP subject matter.

The DECP state coordinator or IACP/DRE regional coordinator must endorse the student instructor for final qualification. The DITEP instructor endorsement must not be automatically, casually, or carelessly awarded.

The mere fact that a person attended a DITEP course and instructed a class does not guarantee that he or she is qualified as a DITEP instructor. He or she must demonstrate acceptable performance as a teacher for the state coordinator or regional coordinator to endorse.

Instructor certificates are the responsibility of the individual states. In most cases the Office of Highway Safety or the DECP state coordinator will provide certificates.

A DITEP Instructors Log is located in the Administrators Guide for use. State Coordinators should consider maintaining a file of active DITEP instructors.

4. Class Size Considerations

The method of instruction is designed to accommodate a reasonably large class. Instructors should limit the class size based on their ability to allow participants sufficient opportunity to interact with instructors. (e.g., through questions, comments, etc.)

E. Planning and Preparation Requirements

The planning and preparation requirements for this program are the standard requirements associated with any classroom training:

Select only qualified instructors and assign them to deliver specific segments of the program. Make sure that all instructors review *all* portions of the program so that they understand how their assignments fit into the total program.

Prepare necessary visuals as needed.

Obtain necessary instructional equipment. Ensure equipment is working properly.

Arrange the classroom so that all participants will have a clear view of the instructor, screen, dry-erase board and video monitor/screen.

Obtain (or reproduce) sufficient copies of the Participants Manual

F. Follow-Up Requirements

It is important that both the delivery and impact of this program be evaluated. Evaluation of delivery focuses on the general question, what did the participants think of this training? Evaluation of the impact concerns itself with how has the training impacted impairment of individuals in the education environment?

Important data for evaluating training delivery can be obtained from the anonymous Participant's Critique Form (included in the Instructor Lesson Plans Manual). Each participant should be requested to complete and submit the form immediately upon

conclusion of the training. Guidelines for analyzing the Participants Critique Form and preparing a post-course evaluation report are covered in Section G.

An accurate record of the overall impact of this training will require keeping records of each assessment completed by those who have attended DITEP training. The Administrator's Guide provides a copy of data collection form for recording a minimum of information. The intent of the data collection is to determine effectiveness of training and not to identify any entity in the collection efforts. *State coordinators should be notified of each presentation to ensure that proper data is collected and recorded for forwarding to IACP.* The appendix to this guide contains sample forms of the information that will need to be collected.

G. Guidelines for Preparing Post-Course Evaluation

During the final session of instruction of the DITEP course, each participant is expected to complete the anonymous participant's critique form. IACP and many state DEC coordinators compile the information obtained from the critiques into a summary report.

A participant's critique form is provided to document participant's initial rating of course content and activities.

The following instructions are provided to guide review, analysis and interpretation of participant's comments:

1. Collect participant critiques.
2. The rating choices are as follows:
Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Analysis Procedures:

Step 1: Tabulate total number of responses in each category from the participant's final course critiques.

Step 2: Tabulate the totals for each category on the final course administrator's critique.

Step 3: Comments as appropriate (comments on positive and/or negative information concerning any aspect of the course of instruction is encouraged)

NOTE: A copy of the completed post course evaluation report, appropriate comments and copies of the class rosters should be forwarded to the appropriate DECP state coordinator.

H. Requests for Information, Assistance or Materials

Formal requests for this course of instruction or agencies interested in hosting or participating in a DITEP school should contact their state's Office of Highway Safety, the DECP coordinator, or the state's assigned representative.

I. Continuing Education Units for Professionals

Note: Continuing education units may be available for many professionals in your state.

**Drug Impairment Training For Education Professionals
(DITEP)**

Instructor Log

Candidate's Name:	DRE Number:
Agency:	Telephone:
Address:	Fax:
	E-mail:
	Cell:
DRE Instructor Certified: Yes _____ No _____	Other Instructor Certifications:
SFST Instructor Certified: Yes _____ No _____	

Date Completed DITEP Trainer Instruction	Hours of Training	Location of Training Class	Lead Instructor	DRE Number

Miscellaneous Instructor Comments (*optional*)

State Drug Evaluation and Classification Program Coordinator Acknowledgment

By my signature, I acknowledge that the above named candidate is recognized as an instructor for Drug Impairment Training for Education Professionals course.

State DECP Coordinator Signature: _____

**For use by the state coordinator*

Drug Impairment Training for Education Professionals

Post Test - Day One

Name _____

School Name _____

School District _____

Date _____ Class Number _____

1. The procedure which you should utilize in determining impairment by drugs will consist of a _____ and _____ process.

2. Define the word “drug” as used in this training.

3. What is the most commonly abused Central Nervous System Depressant?

- A. Cocaine
- B. Peyote
- C. Ritalin
- D. Caffeine
- E. Alcohol

4. Many other drugs are commonly combined with Marijuana

True _____ False _____

5. A 12 oz. can of beer, a one oz. shot of whiskey, and a 4 oz. glass of wine all have the same approximate amount of alcohol.

True _____ False _____

6. Which parts of the human body contain a lot of water?
- A. Brain
 - B. Liver
 - C. Muscle Tissue
 - D. Kidney
 - E. All of the above
7. Define the term *synesthesia*:
8. Name two pupil sizes other than normal that you may see in a person abusing drugs.
- A.
 - B.
9. When confronting a student about his/her drug use, it is best to accuse them.
- True _____ False _____
10. The best indicators that may signal drug abuse are
- A. Change in behavior
 - B. Change in friends/associates
 - C. Change in appearance
 - D. All of the above

Drug Impairment Training for Education Professionals

Post Test - Day One

ANSWER KEY

(ANSWERS ARE IN BOLDFACE TYPE)

1. The procedure which you should utilize in determining impairment by drugs will consist of a **systematic** and **standardized** process.
2. Define the word drug as used in this training.

Any substance that alters perception or behavior reducing that individual's ability to function appropriately in the academic environment.

3. What is the most commonly abused Central Nervous System Depressant?

- A. Cocaine
- B. Peyote
- C. Ritalin
- D. Caffeine
- E. Alcohol**

4. Many other drugs are commonly combined with Marijuana

True **Y** False

5. A 12 oz. can of beer, a one oz. shot of whiskey, and a 4 oz. glass of wine all have the same approximate amount of alcohol.

True **Y** False _____

6. Which parts of the human body contain a lot of water?

- A. Brain
- B. Liver
- C. Muscle Tissue
- D. Kidney

E. All of the above

7. Define the term *synesthesia*: **The transposition of sensory modes.**

8. Name two pupil sizes other than normal that you may see in a person abusing drugs.

A. Constricted

B. Dilated

9. When confronting a student about his/her drug use, it is best to accuse them.

True _____ **False Y**

10. The best indicators that may signal drug abuse are:

- A. Change in behavior
- B. Change in friends/associates
- C. Change in appearance

D. All of the above

Drug Impairment Training for Education Professionals

Post Test - Day Two

Name _____ School Name _____

School District _____

Date _____ Class Number _____

1. Define the word drug as it pertains to this training.

2. Name the seven drug categories.

1.

2.

3.

4.

5.

6.

7.

3. Valium is found in which drug category?

4. Heroin is found in which drug category?

5. Cocaine is found in which drug category?

6. Alcohol metabolizes by what organ?
- A. Liver
 - B. Brain
 - C. Heart
 - D. Intestine
 - E. Kidney
7. Name two drugs that may cause a person to perspire.
- A. Heroin and Dilaudid
 - B. Marijuana and Alcohol
 - C. PCP and Hallucinogens
 - D. Ritalin and Valium
 - E. None of The Above
8. What is the normal systolic blood pressure range as used in this training?
9. All drugs that may produce hallucinations are in the Hallucinogen category.
- True_____False _____
10. The three clues in the horizontal gaze nystagmus test are: (circle all that apply)
- A. Lazy eye
 - B. Lack of smooth pursuit
 - C. Blood shot, watery eye
 - D. Distinct and sustained nystagmus at maximum deviation
 - E. Onset of nystagmus prior to 45 degrees
11. What is considered a normal pulse range as used in this training?
12. Name the drug categories that may cause pupil dilation:

13. In the Modified Romberg Balance test, how long is the subject asked to estimate?
- A. 60 seconds
 - B. 20 seconds
 - C. 30 seconds
 - D. 1 minute
 - E. Until told to stop
14. How far from the subject's face should the stimulus be held when performing the Horizontal Gaze Nystagmus test?
- A. 12-15 inches
 - B. 10-12 inches
 - C. 1-2 feet
 - D. Far enough to see the item clearly
 - E. It does not matter
15. *DID* stands for what drug categories?
16. What is the main test used to show impairment of the *DID* drugs?
17. A 12 oz. can of beer, a shot of whiskey, and a 5 oz. glass of wine all have the same approximate amount of alcohol.
- True_____False _____
18. Name two sub-categories of narcotic analgesics:
19. When handling illicit drugs, care should be taken to avoid absorbing the drugs through the skin. This is especially true with what drugs?
20. Which drug category, or categories, cause(s) constricted pupils?

21. Which drug category, or categories, cause(s) piloerection?

22. The Modified Romberg Balance is an example of a divided attention test.

True_____False _____

23. What does the term *poly drug use* mean?

24. Lack of convergence is typically associated with what drug category or categories?

25. Nitrous oxide is an example of which drug category?

Drug Impairment Training for Education Professionals

Post Test - Day Two

ANSWER KEY

(ANSWERS ARE IN BOLDFACE TYPE)

1. Define the word drug as it pertains to this training.
Any substance that alters perception or behavior reducing that individual's ability to function appropriately in the academic environment.
2. Name the seven drug categories.
 1. **Central Nervous System Depressants**
 2. **Central Nervous System Stimulants**
 3. **Hallucinogens**
 4. **Dissociative Anesthetics**
 5. **Narcotic Analgesics**
 6. **Inhalants**
 7. **Cannabis**
3. Valium is found in which drug category? **CNS Depressants**
4. Heroin is found in which drug category? **Narcotic Analgesics**
5. Cocaine is found in which drug category? **CNS Stimulants**

6. Alcohol metabolizes by what organ?

A. Liver

B. Brain

C. Heart

D. Intestine

E. Kidney

7. Name two drugs that may cause a person to perspire.

A. Heroin and Dilaudid

B. ~~Marijuana and Alcohol~~

C. PCP and Hallucinogens

D. Ritalin and Valium

E. None Of The Above

8. What is the normal systolic blood pressure range as used in this training? **120-140 mmHg**

9. All drugs that may produce hallucinations are in the Hallucinogen category.

True False **Y**

10. The three clues in the horizontal gaze nystagmus test are (circle all that apply)

A. Lazy eye

B. Lack of smooth pursuit

C. Blood shot, watery eye

D. Onset of nystagmus prior to 45 degrees

E. Distinct nystagmus at maximum deviation

11. What is the normal pulse range as used in this training? **60-90 BPM**

12. Name the drug categories that may cause pupil dilation:

CNS Stimulants, Hallucinogens, Cannabis

13. In the Modified Romberg Balance test, how long is the subject asked to estimate?

- A. 60 seconds
- B. 20 seconds
- C. 30 seconds**
- D. 1 minute
- E. Until told to stop

14. How far from the subject's face should the stimulus be held when performing the Horizontal Gaze Nystagmus test?

- A. 12-15 inches**
- B. 10-12 inches
- C. 1-2 feet
- D. Far enough to see the item clearly
- E. It does not matter

15. *DID* stands for what drug categories?

CNS Depressants

Inhalants

Dissociative Anesthetics

16. What is the main test used to show impairment of the *DID* drugs?

Horizontal Gaze Nystagmus

17. A 12 oz. can of beer, a shot of whiskey, and a 5 oz. glass of wine all have the same approximate amount of alcohol.

True Y False

18. Name two sub-categories of narcotic analgesics:

Natural Alkaloid

Synthetics

19. When handling illicit drugs, care should be taken to avoid absorbing the drugs through the skin. This is especially true with what drugs?

LSD, PCP

20. Which drug category or categories causes constricted pupils?

Narcotic Analgesics

21. Which drug category or categories causes piloerection?

Hallucinogens

22. The Romberg balance is an example of a divided attention test.

True Y False

22. What does the term *poly drug use* mean?

Having two or more drug categories in the body at the same time.

24. Lack of convergence is typically associated with what drug category or categories?

CNS Depressants, Inhalants, Dissociative Anesthetics, and Cannabis

25. Nitrous oxide is an example of which drug category?

Inhalants

COURSE CRITIQUE
DRUG IMPAIRMENT TRAINING FOR EDUCATION PROFESSIONALS

Date_Location of Training_____Day One / Day Two

Program Evaluation

1. The content was what I expected.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The speakers were knowledgeable about the subject.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The visuals could be seen easily.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. I had no trouble hearing the speakers.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The timing of the presentation and the breaks were appropriate.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Content Evaluation

1. I can identify the seven major categories of substance abuse in the academic environment.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. I can state the steps and procedures to use in determining impairment of an individual.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. I can list the observable effects of each of the seven major categories of drugs and poly-drug combinations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. I can discuss the need for policies and procedures for dealing with drug-impaired individuals in the school setting.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Please circle one:

I would rate the overall program as

Excellent Good Average Poor

What portion(s) of the course did you feel was/were most beneficial?

What portion(s) of the course did you feel was/were least beneficial?

List any additional ideas, comments, and suggestions.

Instructors

Please rank the following instructors on a scale of 1 to 5 (1 = Poor and 5 = Excellent) or N/A if it does not apply to the instructor (1 = Poor and 5 = Excellent):

Instructor Name	Facilitated an atmosphere conducive to learning	Familiarity with the subject(s) presented	Presented information in a manner which met the needs of all participants	Coaching ability in classroom & practical exercises	Ability to answer questions	Tactfulness in correcting mistakes in practical exercises	Overall rating of the instructor

Please use the below space if you have any additional comments.

DRUG IMPAIRMENT TRAINING FOR EDUCATION PROFESSIONALS

SCHOOL/DISTRICT ASSESSMENT REPORTING

For an accurate record of the overall impact of this training, it will require keeping records of each assessment completed by those who have attended DITEP training. The intent of the data collection is to determine effectiveness of training and not to identify any entity in the collection efforts.

1. Current number of DITEP trained personnel.
2. Number of assessments completed.
3. Number of assessments resulting in referrals.

Use the following space to record any significant incidents (such as medical emergencies identified as the result of your training, positive or negative comments regarding the DITEP program).

Forward to

Drug Impairment Training for Education Professionals Class Roster

Date:

Location of Training:

Name	Title	School	Mon		Tues		Wed		Thurs		Fri		Sat		Sun	

Lead Instructor: _____

Course Administrator: _____

Drug Impairment Training for Education Professionals

Teaching Assignments and Itinerary

Day One

0800 - 0830	Session I - Introduction and Overview	
	Section A-D:	_____
	Section E-J:	_____
0830 - 0900	Session II - Drugs in Society	
	Entire Session:	_____
0900 - 0930	Session III - Overview of Alcohol	
	Entire Session:	_____
0930 - 0945	Break	
0945 - 1200	Session IV - Drug Identification, Categories & Their Effects	
	0945 - 0955	Sections A - C - Definition of Drug: _____
	0955 - 1030	Section D - CNS Depressants: _____
	1030 - 1105	Section E - CNS Stimulants: _____
1105 - 1115	Break	
	1115 - 1200	Section F - Hallucinogens: _____
1200 - 1300	Lunch	
	1300 - 1340	Section G - Dissociative Anesthetics: _____
	1340 - 1420	Section H - Narcotic Analgesics: _____
1420 - 1430	Break	
	1430 - 1510	Section I - Inhalants: _____
	1510 - 1540	Section J - Cannabis: _____
	1540 - 1550	Section K - Poly-Drug: _____
1550 - 1600	Break (optional – at class discretion)	
1600 - 1630	Session V - Policies, Procedures, Roles, and Contacting the Parents	
	Entire Session:	_____
1630 - 1640	Session VI - References	
	Entire Session:	_____
1640 - 1700	Questions - Discussion (Critiques)	
	Test - Day One Material (optional)	

Drug Impairment Training for Education Professionals

Teaching Assignments and Itinerary

Day Two

0800 - 1100 Session VII - Eye Examinations
0800 - 0900 Horizontal GazeNystagmus _____

Practice Sessions - All instructors serve as coaches to the participants

0900 - 1000 Lack of Convergence _____

Practice Sessions - All instructors serve as coaches to the participants

1000 - 1015 Break

1015 - 1100 Estimation of Pupil Size _____

1100 - 1145 Session VIII - Vital Signs
Entire Session: _____

Practice Sessions - All instructors serve as coaches to the participants

1145 - 1245 Lunch

1245 - 1600 Session IX - Divided Attention Testing
1245 - 1330 Section A - RombergBalance: _____

1330 - 1415 Section B - Walk and Turn: _____

1415 - 1500 Section C - One Leg Stand: _____

1500 - 1515 Break

1515 - 1600 Section D - Finger to Nose: _____

Practice Sessions - All instructors serve as coaches to the participants

1600 - 1620 Session X - Poly Drug
Entire Session: _____

1620 - 1645 Session XI - Assessment Procedures
Entire Session: _____

1645 - 1700 Session XII - Conclusion (Written Test)
Entire Session: _____